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ABSTRACT

Provided is information on games, activities, and resources for enhancing perceptual motor development in the orthopedically handicapped child. Compiled are materials which include the following: an explanation of bilateral, alternating lateral, and integrated lateral games and activities for developing awareness of the two sides of the body; a list of evaluation materials for assessment in areas which include language and achievement; a bibliography on learning disabilities and the physically handicapped child; a listing of toys suggested for developing such areas as body image, balance, and directionality; and an outline of games to help develop directionality and the perceptual motor match, and games to enhance the development of rhythm. (SBH)

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Illinois Office of Education
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A COMPILATION OF PERCEPTUAL MOTOR ACTIVITIES TO AID IN THE DEVELOPMENT OF THE ORTHOPEDICALLY HANDICAPPED CHILD

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EXPLANATION OF BILATERAL, ALTERNATING LATERAL, INTEGRATED LATERAL GAMES AND ACTIVITIES

The activities of the attached sheet are in three columns and should be done in sequence. They should be chosen with the individual child's interests and motivations in mind. The major goal of all of these activities is to develop an internal awareness of the two sides of the body and the facility to use each side separately or both at the same time in an integrated manner. The person's midline or center of gravity in the body separates the right and left sides of the body. A person must be able to coordinate the use of these two sides in an integrated manner before he can be expected to achieve the more complicated perceptual and conceptual tasks that require even more intricate and difficult integrative ability.

The idea for breakdown of activities on the attached sheet is adapted from Dorothy Simpson's book, Learning to Learn.

1. Bilateral Activities: These involve both sides of the body (right and left) simultaneous and parallel. Both sides do the same thing at the same time such as in chinning oneself (both arms pull the body up at the same time.)

2. Alternating Lateral Activities: These stress an internal awareness of the two sides of the body. Each side does the same thing, but separately and alternately such as in horseshoe pitch when one pitches first with the right hand and then with the left hand. Be sure each side is involved equally.

3. Integrated Lateral Activities: These involve the use of both sides of the body at the same time, each side doing something different such as in cutting when one hand holds and adjusts the paper as the other hand manipulates the scissors.

M.K.H.
7-73

Bilateral

Roll into ball
Cuddle a large soft toy
Tug of War with rope
Jump rope with both feet
Swinging on bars
Rabbit Jumping
Back float swimming
Hand clapping (Repeat patterns)
Throw large sized balls
Mat, mattress, trampoline jumping
Teeter totter
Swings
"Jack be Nimble" game
Heads & Shoulders, Knees & Toes
Angels in the Snow
Jumping Jacks
Chinning
Push Ups
Ball Passing
Bounce and Catch Balls
Balloon Volleyball
Kickball using both legs
Finger Painting

Alternating Laterality

Climbing Activities
Marching Activities
Alternating tossing, catching, bouncing games
Hopscotch
Hopping games
"Peas Porridge Hot"
Walking up and down stairs
Crawling games
Looby Lou
Walking Board
Ring Toss
Bowling
Bean Bag Toss
Suction Darts
Drop Clothespin in Bottle
Rubber Horseshoes
One Handed Musical Instruments
Hula Hoop for climbing
Tricycle
Scooter
Ladder-walk between rungs
Balloon Volleyball
Ping Pong
Shuffleboard
Punching bag
Crawl under & over ropes
Swimming
Block designs
Catcho

Integrated Laterality

Pegboards
Mattress or Trampoline
Skipping
Balance Board
Two-Handed Instruments
  Stringed
  Xylophone
  Piano-Organ
  Drums
Sewing Cards
Basketball
Baseball
Swimming
Dramatic Play
Manipulatory Activities
  Clay
  Cutting
  Sewing
  Painting
  Lacing
  Beadstringing
All games, rhythms, folk dances, that involve combination of hand, leg, arm
Tying bows
Buttoning
Snapping
Zipping

-2-

LIST OF EVALUATIONS

MOTOR

1. Purdue Perceptual Motor Survey -- Roach and Kephart
   Charles E. Merrill

2. Denver Developmental Screening Survey (Ladoca Publishing)

3. Harris Test of Lateral Dominance (Psychological Corporation)

4. Jean Ayres Tests (Western Psychological Services)
   a. Ayres Space Test
   b. Southern California Kinesthesia and Tactile Perception Tests
   c. Southern California Figure Ground Visual Perception Test
   d. Southern California Motor Accuracy Test
   e. Southern California Perceptual Motor Tests

5. Lincoln Oseretsky Motor Development Scale

6. Hiskey Nebraska Test of Learning Attitudes

7. Move, Grow, Learn: Movement Skills Survey
   Follett Publishing Company

VISUAL

1. Frostig -- Developmental Test of Visual Perceptual Development
   Consulting Psychologists Press

2. Beery -- Developmental Test of Visual Motor Integration
   Follett Publishing Company

3. Bender Visual Motor Gestalt Test for Children
   Western Psychological Services

4. Koppitz -- The Bender Gestalt Test for Young Children
   Grune and Stratton

5. Goodenough -- Harris Draw a Man
   Harcourt Brace

6. Memory for Design Test (Test of Visual Memory)

7. Benton Revised Visual Retention Test

8. Minnesota Percepto-diagnostic Test

AUDITORY

1. Wepman Auditory Discrimination Test
   Language Research Associates

2. Katz -- Kindergarten Auditory Screening Test
   Follett Educational Corporation

GENERAL

1. Cheves -- Educational Behavior
   Teaching Resources Corporation
   Includes: a. Visual Motor Perception
   b. Auditory Perception
   c. Language Development
   d. Mathematical Concepts

2. Psychoeducational Evaluation of Basic Learning Abilities
   By Robert E. Valett
   Fearon Publishers

SOCIAL

1. Vineland Social Maturity Scale

2. Early School Personality Questionnaire

INTELLIGENCE

1. Wechsler Adult Intelligence Scale
   The Psychological Corporation

2. Wechsler Intelligence Scale for Children
   The Psychological Corporation

3. Raven Progressive Matrices Test (Western Psychological)

4. Leiter International Performance Scale

5. Terman and Merrill -- Standford-Benet Intelligence Scale
   Houghton Mifflin Company

6. Slosson Intelligence Test for Children and Adults --
   Slosson Educational Publications

LANGUAGE

1. Illinois Test of Psycholinguistic Abilities
   University of Illinois Press

2. Verbal Language Development Scale
   Meril J. Mecham
   American Guidance Service, Inc.

3. Peabody Picture Vocabulary Test
   American Guidance Service, Inc.

4. Columbia Mental Maturity Scale

ACHIEVEMENT

1. Hirsch

2. Goldman-Fristoe-Wordcock

3. Durrell Analysis of Reading Ability

4. Wide Range Achievement Test

5. Roswell-Johnson

6. Metropolitan Readiness Test

PRESCHOOL

1. Caldwell, Bettye M., The Preschool Inventory (4 to 6½ years)
   Educational Testing Service, Princeton, New Jersey 08540

2. Doll, Edgar A., Preschool Attainment Record (½ month to 7 years)

3. Grossi, Joseph R., Grossi Basic Cognitive Evaluation
   (3 years through primary grades)

4. Jedrysek, Eleonora, Klapper Z., Pope, L., Wortis, Joseph
   Psychoeducational Evaluation of the Preschool Child
   Preschool to first grade
   Grune and Stratton, Inc.

5. Zimmerman, Irla, Steiner, V. G., Evatt, R. L.
   Preschool Language Scale (1½ years to 7 years)
   Charles E. Merrill

LEARNING DISABILITIES AND THE PHYSICALLY HANDICAPPED CHILD
BIBLIOGRAPHY

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Barsch, R.: Achieving Perceptual-Motor Efficiency, Seattle, 1967, Special Child Publications.

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Cruickshank, W.: The Brain-Injured Child in Home, School, and Community, Syracuse, Syracuse University Press, 1967.

Ebersole, Kephart, and Ebersole, Steps to Achievement for the Slow Learner, Columbus, Ohio: Chas. E. Merrill.

Fernald, G.: Remedial Techniques in Basic School Subjects, N. Y.: McGraw Hill, 1973.

Frostig, M. and Horne, D.: The Frostig Program for the Development of Visual Perception: Teacher's Guide, Chicago, Follett Publishing Company, 1964

Gearheart, B. and Willenberg, E.: Application of Pupil Assessment Information: for the Special Education Teacher, Denver, Colorado: Love Pub. Company, 1970.

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Hellmuth, J., editor: Learning Disorders, vol. 1 to 4, Seattle: Special Child Publications, 1965-71.

Johnson, D. and Myklebust, H.: Learning Disabilities: Educational Principles and Practices, N. Y.: Grume & Stratton, 1967.

Kephart, Newell C.: The Slow-Learner in the Classroom, Columbus, Ohio: Charles E. Merrill, 1971 (rev. ed.)

Kirk, S. and Kirk, W.: Psycholinguistic Learning Disabilities: Diagnosis and Remediation, Urbana, Illinois: University of Illinois Press, 1971.

McCarthy, J. J. and McCarthy, J. F.: Learning Disabilities, Boston: Allyn & Bacon, 1970.

Strauss, A. and Kephart, N.: Psychopathology and Education of the Brain-Injured Child, vol 2, N.Y.: Grune and Stratton, 1953.

Valett, R.: Modifying Children's Behavior, Palo Alto, California: Fearon Publishers, 1969.

Valett, R.: The Remediation of Learning Disabilities, Palo Alto, California: Fearon Publishers, 1967.

Woodward, Dan and Biondo, Norma: Living Around the Now Child, Columbus, Ohio: Charles E. Merrill, 1972.

HANDBOOKS

1. The Remediation of Learning Disabilities, A Handbook of Psychoeducational Programs by Robert E. Valett, Fearon Publishers, Belmont, California.

2. Career Education, Peoria Public Schools, District #150, Peoria, Illinois.

3. Daily Sensorimotor Training Activities, A Handbook for Teachers and Parents of Preschool Children, William T. Braley, M. Ed., Geraldine Konicki, Catherine Leedy, Educational Activities, Inc., Freeport, New York 11520.

4. A Pocket Guide of Movement Activities for the Elementary School, Marjorie Latchow, Prentice Hall, Inc., Englewood Cliffs, N.J.

5. Active Learning -- Games to Enhance Academic Abilities, Bryant J. Cratty, Prentice Hall, Inc., Englewood Cliffs, N.J.

6. Creative Movement for the Developing Child, A Nursery School Handbook for Non-Musicians, Clare Cherry, Fearon Publishers, Belmont, California.

7. Fingerplay Fun, by Violette G. Steiner & Roberta Evatt Pond, Charles E. Merrill Publishing Company, Columbus, Ohio 43216.

8. Intensive Programming for Slow Learners, by Sheilah Doran Benyon, Charles E. Merrill.

9. Physical Education for Children with Perceptual Motor Learning Disabilities, Robert W. Harvat, Charles E. Merrill.

10. Teacher's Resource Book, A Multisensory Approach to the Development of Perceptive Motor and Handwriting Skills, Educational Progress Corporation, Palo Alto, California.

11. Perceptual Training Activities Handbook, Teachers College Series in Special Education, Betty Van Witsen, Teachers College Press, N.Y., Teachers College, Columbia University, 1969.

12. A Movigenic Curriculum, Bulletin No. 25, Raymond Barsch, State Department of Public Instruction, Madison, Wisconsin, 1965.

13. Aids to Psycholinguistic Teaching, W. Bush and M. Giles, Charles E. Merrill, Columbus, Ohio, 1969.

14. Application of Pupil Assessment Information for the Special Education Teacher, Bill R. Gearheart & Ernest P. Willenberg, Love Publishing Company, Denver, Colorado, 1970.

SUGGESTIONS FOR TOYS FOR THE DEVELOPMENT OF:

Body Image

1.	Funny Bones	Parker	--
2.	Operation	--	--
3.	Twister	--	--

Balance

1.	Rocky Board	Creative Playthings	$16.95
2.	Indoor Gym House	Creative Playthings	35.93
3.	Romper Stompers	Romper Room	--
4.	Twister ame	--	--
5.	Coaster Sled	Dick Blick	13.90
6.	Scooter Board	Preston	13.30 (6 for $80.60)

Visual Motor Development

1.	Large Rubber Ball	--	--
2.	Tinker Toys	--	--
3.	Puzzles	--	--
4.	Romper Room Disks	Romper Room	--
5.	Tracing Sets	--	--
6.	Blackboard and Chalk	--	--
7.	Thread a Ball	--	--
8.	American Building Blocks	--	--
9.	Lite Brite	--	--
10.	Fun-ee-man Circus	Dick Blick	4.40
11.	Rig-a-jig	Dick Blick	5.70
12.	Tool Box Workbench	Fisher Price	--
13.	Pull a Tune Xylophone	Fisher Price	4.05
14.	Play Family Lacing Shoe	Fisher Price	4.50
15.	Rings and Beads	Fisher Price	2.40
16.	Creative Blocks	Fisher Price	2.45
17.	Hammer Balls	Creative Playthings	4.95
18.	Vari Peg Pounder - Hammer Pegs	Creative Playthings	4.95
19.	Play Plox Clear Builders	Creative Playthings	8.95
20.	Little Men	Creative Playthings	3.95
21.	Bolt Blocks	Creative Playthings	4.95
22.	Sewing Boards	Creative Playthings	4.95
23.	Screw Loose	Miracle Mart	--
24.	Screwie Louie	Miracle Mart	--
25.	Peter Pliers	Miracle Mart	--
26.	Frenchie Wrenchie	Miracle Mart	--
27.	Workbench	Playschool	4.00
28.	Jumbo Beads	Playschool	2.00
29.	Hammer and Nail Set	Playschool	3.00
30.	Plastic Blocks	Playschool	6.50
31.	Wood Toy Builders	Playschool	5.00
32.	Snap Blocks	Creative Playthings	8.95

Laterality

1.	Funny Bones	Parker	--
2.	Indoor Gym House	Creative Playthings	--
3.	Twister	--	--
4.	Romper Stompers	Romper Room	--

Directionality

1.	Puzzles	--	--
2.	Tracing Sets	--	--
3.	Blackboard and Chalk	--	--
4.	Lite Brite	--	--

Development of Bilateral Skill

1.	Creative Blocks	Fisher Price	$ 2.45
2.	Rings and Beads	Fisher Price	2.40
3.	Sound Twist	Creative Playthings	2.50
4.	Turn a Word	Creative Playthings	2.95
5.	Pop Tubes	Creative Playthings	.95
6.	Snap Blocks	Creative Playthings	8.95
7.	Rocky Board	Creative Playthings	16.95
8.	Wheelbarrow	Playschool	--
9.	Large Rubber Ball	--	--
10.	Toy Musical Instruments	--	--
11.	Clay - Playdough	--	--
12.	Romper Room Disks	Romper Room	--
13.	Rig-a-Jig	Dick Blick	--
14.	Coaster Sled	Dick Blick	13.90

Developing Alternating Laterality

1.	Pull a Tune Xylophone	Fisher Price	4.05
2.	Tool Box Workbench	Fisher Price	--
3.	Lock Box	Creative Playthings	13.95
4.	Hammer Balls	Creative Playthings	4.95
5.	Vari Peg Pounder Hammer Pegs	Creative Playthings	4.95
6.	Screw Loos	Miracle Mart	--
7.	Screwie Louie	Miracle Mart	--
8.	Peter Pliers	Miracle Mart	--
9.	Frenchie Wrenchie	Miracle Mart	--
10.	Workbench	Playschool	4.00
11.	Hammer and Nail Set	Playschool	3.00
12.	Plastic Blocks	Playschool	6.50
13.	Tricycle	--	--
14.	Boxing Gloves	--	--
15.	Toy Musical Instruments	--	--
16.	Marbles	--	--
17.	Clay - Playdough	--	--
18.	American Building Blocks	--	--

Developing Integrated Laterality

1.	Play Family Lacing Shoe	Fisher Price	$ 4.50
2.	Play Plox Clear Builders	Creative Playthings	8.95
3.	Little Men	Creative Playthings	3.95
4.	Bolt Blocks	Creative Playthings	4.95
5.	Sewing Boards	Creative Playthings	4.95
6.	Jumbo Beads	Playschool	2.00
7.	Wood Toy Builders	Playschool	5.00
8.	Tinker Toys	--	--
9.	Blunt Scissors	--	--
10.	Thread a Ball	--	--
11.	Fun-ee-man Circus	Dick Blick	4.40

Sources

Miracle Mart and other discount stores
Dick Blick, P.O. Box 1267, Galesburg, Illinois, 61401
Fisher Price Toys, East Aurora, New York, 14052
Parker Games
Creating Playthings (Carson, Pirie Scott)
Playschool
Romper Room
Preston, 71 Fifth Avenue, New York, N.Y., 10003
See also Developmental Learning Materials, 3505 North Ashland, Chicago, Illinois, 60657
Ideal School Supply Company, Oak Lawn, Illinois, 60453
Mind/Matter Corporation, P.O. Box 345, Danbury, Connecticut, 06810
Beckley-Cardy, 1900 North Narragansett Avenue, Chicago, Illinois, 60639

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Patricia Lock
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5-1-73

GAME FOR DIRECTIONALITY
AND
PERCEPTUAL-MOTOR MATCH
AND
LATERALITY

Make a circle as shown - 24" to 36" in diameter. Letter, number, pictures, words, blends, diphthongs, and digraphs could be used.

Various combinations of movements can then be made, using both hands.

1. From edge <u>to</u> center (L. H. on K.; R. H. on C.) move both hands to center dot simultaneously.

2. From center <u>to</u> edge: (Both hands at center.)
   L. H. H. and R. H. A, moved simultaneously.

3. From edge <u>and</u> center (R. H. on D.; L. H. on center)
   R. H. moves to center. L. H. moves to M. Then reverse. Do simultaneously.

4. Alternating action from edge <u>and</u> center: (L. H. on J; R. H. on center).
   Left hand moves to center while right hand stays in place. Right hand independently moves to B.

5. Bilateral action from center to edge or from edge to center. Both hands move from center to F or from F to center simultaneously.

From: Robert W. Harvat: "Physical Education for Children with Perceptual Motor Learning Disabilities."

SOME GENERAL DIFFERENTIATION SUGGESTIONS:

Hand and Arm Movements

Touching all parts of body
Swinging
Clapping
Slapping knees
Reaching
Stretching
Drooping
Swimming
Punching-boxing
Jumping rope
Pulling
Tugging
Lifting
Carrying
Waving
Sweeping-brushing
Picking up
Scrubbing
Shaking
Grasping-grabbing
Throwing-catching
Windmill
Patting
Pounding

Finger Movements

Pinching
Tickling
Touching
Rolling
Holding
Pointing
Tracing
Lacing
Winding
Snapping
Squeezing
Scratching
Pulling
Rubbing
Patting
Tapping
Folding
Tying
Cutting
Intertwining

Leg and Foot Movements

Kicking
Stamping
Wriggling Toes
Standing on one foot
Bending knees only
Tapping toes
Tapping heels
Clicking heels together
Standing on tiptoes

Whole Body Movements

Wriggling-squirming
Crawling
Creeping
Creeping (knees straight)
Walking
Walking on tiptoes
Running-trotting
Bouncing
Hopping
Galloping
Twirling
Spinning
Scooting
Jumping
Bending-stooping
Skating
Sliding
Shuffling
Rocking
Shaking
Turning
Swaying
Dancing
Balancing
Climbing
Hiking
Skipping
Playing ball
Rolling over

Ways in Which to Move

Slowly
Quietly
Quickly
Loudly

Ways in Which to Move continued

Heavily
Silently
Hurriedly
Noisily
Sadly
Happily
Softly
Joyfully

Directions in Which to Move

Up
Down
Back
Forth
Backward
Forward
Across
Sideways
The other way
Right
Left
Over
Under
Above
Below
In a circle
Underneath
Beneath
Between
To the side of
To the other side of
To the back of
In front of

From Clare Cherry - Creative Movement for the Developing Child

MULTI-SENSORY APPROACH -- VERBAL MOTOR MATCH (SEQUENCE OF STEPS)

In this case we are assuming the visual mode is stronger and can be used to help the weaker auditory mode. Hopefully the tactile kinesthetic senses will also reinforce the auditory and visual learnings and vice versa.

Step 1
Put a written command on a flashcard (or the board or paper) that involved a motor act. Use a vocabulary level acceptable for the individual child being considered. If possible, the child may make up some of his own cards.

Step 2
Read the card together with the child or have the child read the card himself orally.

Step 3
Have the child perform the command on the card, verbalizing what he is doing while he is doing it.

Step 4
After the command is completed, have the child tell you what he has done.

Step 5
Now show the child the card and have him listen (to a taped instruction or to someone reading it to him.) The child then verbalizes what he is going to do, performs, and finally tells what he did. Now he checks himself by relistening to the instructions.

Step 6
This time the child listens to the command without a visual stimulus and performs; then he tells what he did. Again he checks himself by relistening to the instructions.

Step 7
The child listens to the command and performs with no verbalization; he relistens and checks himself.

Step 8
Gradually increase the number of commands, the difficulty of the performance tasks, and the level of the vocabulary.

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MULTI-SENSORY APPROACH --VISUAL MOTOR MATCH (SEQUENCE OF STEPS)

In this case we are assuming the auditory mode is stronger and can be used to help the weaker visual mode. Hopefully the tactile kinesthetic senses will also reinforce the auditory and visual learnings and vice versa.

Step 1
Put a written command on a flashcard (or the board or paper) that involves a motor act. Use a vocabulary level acceptable for the individual child being considered. If possible, the child may make up some of his own cards.

Step 2
Read the card together with the child or have the child read the card himself orally.

Step 3
Have the child perform the command on the card, verbalizing what he is doing, while he is doing it.

Step 4
After the command is completed, have the child tell you what he has done.

Step 5
When the child gets the above steps achieved, show him the card, have him read it to himself; then have him tell you what he is going to do; let him do it; then have him tell you what he did. The child checks himself by rereading the card.

Step 6
A more advanced step is to have him read the command to himself, perform the act, then have him tell you what he did. He again checks himself by rereading the card.

Step 7
An additional step is to show him the card and let him read it; then take the card away. He now has to remember what the card said, perform the act, and tell what he has done.

Step 8
Finally he silently reads the card and performs from memory and makes no verbalizations.

Step 9
Gradually increase the number of commands, the difficulty of reading, the difficulty of the tasks to be performed, and decrease the time he is allowed to see the card.

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ACTIVITIES THAT HELP DEVELOP DIRECTIONALITY AND THE PERCEPTUAL MOTOR MATCH

A. Template Stages
   1. Use forms, letters, numbers, etc.
   2. Using a template with a definite track have the child explore the template which should be a closed shape. Do this while blindfolded, using both hands together and each hand separately. While still blindfolded, have him draw on the chalkboard or paper what he has felt. Then remove the blindfold and have him compare his drawing to the template itself.
   3. Do the same thing as above with an open face template which requires more internal control.
   4. The next stage involves tracing without templates -- the teacher moves the child's preferred hand in the form of a closed geometric shape -- then the child duplicates the teacher's movements without assistance. Do this with both hands with blindfolds.
   5. Repeat 2, 3, 4 without blindfolds ... be sure the child has a strong visual stimulus to follow in these stages. Something on his finger or attached to the pencil is a good idea.

B. "Frostig like alleys" activities i.e. draw a straight line from one goal to another goal staying within the boundaries. Use both hands blindfolded and not blindfolded and go both directions. . . be sure to cross the midline.

C. Maze games

D. Tracing (forms, simple lines, curved lines, wavy lines, letters, numbers, designs, etc.) with and without blindfolds, using various media such as clay, sand, paper, tissue, etc.

E. Draw by following directions, i.e. begin on the dot and make a straight line to the right, now make one straight down the same length, now make one to the left the same length, now go straight up to the dot. (Should have made a square.)

F. Dot to dot exercises.

G. Copying forms, letters, numbers, or simple designs. Make on paper with pencil or crayon; make with blocks, with tinker toys, or other such construction materials.

H. Copying forms, letters, numbers, or simple designs from memory.

I. Put puzzles together (appropriate to age and interest level).

J. Cutting and Pasting Activities (appropriate to age and interest level).

K. Copying and reproducing pegboard designs such as those available from Developmental Learning Materials.

L. Copying block designs such as those from Developmental Learning Materials.
   1. 2 dimensional colored cube.
   2. 3 dimensional colored cube.
   3. 3 dimensional plain cube.
   4. Large parquetry.
   5. Advanced parquetry.

M. Making and using maps appropriate to age and interest level.

1. Bedroom	4. City	7. World
2. Home	5. State	8. Rivers
3. School	6. Country	9. Highways

N. Following Directions Games.
   1. Gradually increase the number of directions.
   2. Gradually increase the difficulty of directions.
   3 Include those which involve spatial organization.
   4. Include those which involve the child's doing many different things with various parts of his body.
   5. Variation: Have the child describe the exact location of an object and teacher finds it or vice versa.
   6. Variation: Simon Says game -- follow directions using body and space organization principles, i.e. point with your left hand in back of you or put your right foot in front of your left foot.

O. Ocular Pursuits Using a Window and some generalizations regarding any ocular pursuits.
   1. Use a storm window because of the following reasons:
      a. Child has the kinesthetic feel.
      b. The teacher can make pathways to follow or goals to reach with a magic marker
      c. The teacher can readily see the movements of the child's eyes.
   2. Follow the paths and sequence below with each eye separately and then with both eyes together with and without the use of the pointer fingers. The teacher makes the paths on the window with her fingers.
      a. Straight lines.
         1. Horizontal
         2. Vertical
         3. Diagonal
      b. Corner patterns.
      c. Curving patterns.
      d. Letters, numbers, designs.
      e. Paths with boundaries.
      f. Paths without boundaries.
   3. The targets should be 20 inches before the child's eye... ask him to watch it wherever it goes.
   4. Fit the target to the individual child.
   5. There may be a need to use auditory cues.
   6. Follow the target with one hand and then with the other; then with both hands interlocked with pointer fingers extended to follow the target.

7. Do several times a day for short periods, 2 to 5 minutes.
8. Keep the child in the center of the task...continually work to get the child to cross the midline smoothly.
9. Ask the child to hold his head still; if he can't, have someone hold his head.

P. Help the child make something in the air while blindfolded; then have him draw what he thinks he made on the board while still blindfolded. Then show him what he made in the aid and have him compare this with what he drew on the board.

Q. Games for visual motor coordination that help develop directionality and the perceptual motor match.

kickball	football	baseball
basketball	darts	bowling
punching bag	catcho	volleyball
punch ball	skittle bowl	horseshoes
ringtoss	archery	clothespins in bottle
bean bag toss	ping pong	shuffleboard
tether ball	ball handling skills	golf
toss across (bean bag tic tac toe)		

R. For older girls: following and using patterns in sewing, crocheting, embroidering, knitting, or stitchery.

S. For older boys: plan and draw out strategy for various athletic games. Basketball and football are especially conducive to show the need for a good sense of directional and spatial orientation.

T. Creative movements such as show me how you can make yourself small.
1. Point in various ways to various positions such as in back of, to the side, to the bottom, above, over, under, and between.
2. While blindfolded, point to objects in the room.
3. Move various body parts in specific directions.
4. Child moves his own body in relation to objects in the room, i.e. move so that you are under a chair.
5. Jump and turn toward objects in the room with and without blindfolds.
6. Move in various directions such as backward, forward, down, up, right and left.

U. For older boys: Any building projects such as shop course at school where the child must measure and put together according to a pattern or plan.

V. Draw lines on chalkboard with each hand separately and together going up, down, right, and left gradually increasing the speed with which the directions are given.

W. Coloring and concentrating on staying with the boundaries . . . Pictures and media used appropriate to age and interest level.

X. Blow bubbles and follow the paths they take with fingers.

Y. Flashlight Tracing -- follow a design on paper using a penlight or a design on the wall or board using a flashlight. Point the flashlight at different spots quickly and make the eyes jump to follow the path.

Z. Follow the leader type game

AA. Obstacle courses.

BB. Imitations of body positions as in the game of "Statue".

CC. Give or follow directions for going someplace.

DD. Swing a ball on a string . . . child follows the path the ball takes with finger and/or eyes.

EE. Keep a toy train on a track or a toy car on a road made from tapes of various widths. Can gradually increase the complexity of the road. Follow the path that a toy airplane takes in the air with one's finger.

FF. Using a marker, practice reading a page line by line as fast as one can. Then test for comprehension of what has been read.

GG. Drawing with stencils or using the commercial spirography sets -- there is a junior set and an advanced set.

HH. Telling time.

II. Games depending on directions such as chess, checkers, or Chinese checkers.

JJ. Completing incomplete pictures.

KK. Activities which involve measurement.

LL. Sketcho matic or Etch a Sketch (Commercial product).

MM. Sequencing activities--objects, letters, or numbers (visually and/or auditorily).

NN. Bead stringing (for older girls making jewelry using this stringing principle . . . for bracelets and necklaces).

OO. Lacing and sewing cards or craft projects involving lacing leather purses, etc.

PP. Rolling pin--put tape of various colors around the rolling pin; roll a specific color of tape on the rolling pin over another piece of tape on the table.

QQ. For older girls--liquid embroidery.

RR. Crossword puzzles.

SS. Game: Tic Tac Toe
For older children "Score Four" (3D Tic Tac Toe).

ACTIVITIES TO ENHANCE THE DEVELOPMENT OF RHYTHM

1. Clapping games
   a. Rhythm
   b. Category

2. Action songs with motions such as
   a. Looby Lou
   b. Skip to My Lou
   c. Ha Ha This A Way
   d. Johnny Works with One Hammer
   e. This Old Man
   f. Those songs used in Clare Cherry's book, Creative Movement for the Developing Child.

3. Fingerplays and Rhymes such as "Peas Porridge Hot" and those found in Steiner and Pond's book, Fingerplay Fun.

4. Choral reading.

5. Playing musical and rhythm instruments to a drum beat, to music, or to a locomotive pattern such as marching, walking, etc.

6. To a beat or music (which are varied)
   a. Walk
   b. Gallop
   c. Run
   d. Skate
   e. March
   f. Jump
   g. Hop
   h. Gliding
   i. Sliding
   j. Skipping
   k. Dance

7. Repeat clapping, slapping, tapping, jumping, and hopping patterns.
   a. Bilateral
   b. Alternating lateral

8. Clap out syllables in words, phrases, and sentences--can also stamp or jump them.

9. Imitate various rhythm patterns such as clap hands two times, slap knees one time, stamp feet two times and keep the pattern going.

10. Bear out rhythms with alternate sides of the body (tapping table, shrugging shoulders, stamping feet) in the following patternsn.

a. 1-1	d. 1-2	g. 3-1
b. 2-2	e. 2-1	h. 2-3
c. 3-3	f. 1-3	i. 3-2

SOURCES

Creative Movement for the Developing Child by Clare Cherry, Fearon Publishers, Lear Siegler Inc. Education Division, Belmont, California.

Finger Play Fun by Violette G. Steiner and Roberta Evatt Pond, Charles E. Merrill, Columbus, Ohio.

Activities to enhance the development of Rhythm

11. Imitate repetitive rhythmic body movements such as:
    a. Blinking the eyes
    b. Clicking sounds with the tongue
    c. Hands bend back and forth at wrist
    d. Elbows in and out from body
    e. Shoulders shrug while on knees
    f. Alternate shoulders shrug
    g. Alternate legs raise
    h. Alternate arms raise

12. Jumping and Hopping Activities such as variations of jumping along and over ropes.

13. Ball handling and bouncing skills.

14. Traditional Dance steps and/or Square Dancing
    a. Step hop
    b. Step swing--step on left foot (count 1) swing right foot diagonally in front of left (count 2) step right (count 3) Swing the left foot diagnoally in front of the right (count 4)
    c. Schottische--step right (count 1) step left (count 2) step right (count 3) hop right (count 4)

15. Jumping rope--Variations of Stunts and Activities.

16. Repeat patterns on the Developmental Learning Materials Buzzer Board--this is a coding activity requiring a transfer from the visual to a motor activity. It also can be used to develop auditory perceptual motor skills. The patterning of the dots and dashes is an excellent activity for rhythm.

17. Variations of Trampoline Activities.

18. Variations of Swimming Activities.

SOURCES

Learning Through Individualized Trampoline Activities and Swimming Techniques for Children with Learning Disabilities By Nancy Miles, M.S. Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois, 60657

Motoric Aids to Perceptual Training by Chaney and Kephart, Charles E. Merrill Publishing Company, Columbus, Ohio.

Daily Sensorimotor Training Activities by Braley, Konicki, and Leedy, Educational Activities Inc., Freeport, N. Y., 11520.

Steps to Achievement for the Slow Learner by Ebersole, Kephart, Eversole, Charles E. Merrill, Columbus, Ohio.

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